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ABSTRACT

This report summarizes the three-part Performance Improvement Plan (PIP) conducted by the Instructional Division of Chemeketa Community College from August, 1977 to June, 1979. Results of the first stage, a needs assessment completed in 1978, are summarized in terms of limitations and additional information needed, alternative strategies, and target outcomes for each of five areas: (1) student access to courses, (2) scheduling and class size, (3) facilities, (4) instructional quality, and (5) data and methodology used. Twelve committee progress reports are then presented to summarize the second PIP state--the implementation of twelve goals set by the college for the Division. The objectives, accomplishments, goals, evaluations, and recommendations of each committee are graphically and textually presented. The report then outlines the third stage, i.e., integration of the PIP findings with the short- and long-range budgetary planning of the college as a whole. This stage includes cost effectiveness/benefits analysis based on PIP findings for the college's educational objectives, institutional goals, educational effectiveness, and educational efficiency; the integration of PIP data into the college's long-range planning cycle; and the correlation of PIP findings on program analysis and employee development with similar information gathered from other departments. (JP)

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ED178116

July, 1979

PERFORMANCE IMPROVEMENT PLAN (PIP)

A CONCEPTUAL MODEL FOR INSTRUCTIONAL IMPROVEMENT

at

CHEMEKETA COMMUNITY COLLEGE

Salem, Oregon

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JC 790 537

I. INTRODUCTION AND PURPOSE

This document has been prepared for the purpose of describing and summarizing the outcomes of Chemeketa Community College's Instructional Division short range plan (PIP) from the period August 1977-June 1979. It also describes the relationship of PIP to long range planning at the college, and suggests implications for the future.

STAGE 1: NEEDS ASSESSMENT-1977-78

The Performance Improvement Plan: In August of 1977, the Chemeketa Board of Education and the President established guidelines for undertaking a comprehensive analysis of the college's educational programs. The review included the following elements:

1) An evaluation of the present outreach centers to determine their adequacy in meeting the program and curriculum needs of their respective communities;

2) A decision of whether or not specific existing programs continue to meet legitimate community needs;

3) A projection of unmet needs in relation to course offerings and the number and scope of the outreach centers;

4) The creation of a system which will allow the comparison of the cost of educational programs with the benefits of those programs. This system should be based upon extensive surveys of current and former students and of employers to determine the effectiveness and usefulness of the course offering. This system should be so designed that courses can be ranked in relation to their cost-benefit ratio;

5) A review of the college's relationship with its advisory committees and recommendations for action to insure that the advisory committees provide the college with up-to-date and objective program analysis.

The Instructional Division, which is responsible for day and evening campus instructional programs, designed a "Program Quality Survey" which was administered to students, staff, and administrators for the purpose of determining instructional needs and priorities.

By March of 1978, the PQS was completed, the data compiled and analyzed, and a summary report submitted to the President.

RESULTS OF PROGRAM QUALITY SURVEY

STUDENT ACCESS TO PROGRAMS

Limitations/Additional Information Needed. The data indicated that for the most part students perceived difficulty of access to the program at any time during the academic year. In addition, they perceived some difficulty in re-entering certain programs, should they leave. This is undoubtedly a limitation to students in some programs and the need is legitimate. Upon analysis of the programs involved, this limitation appears to be due in part to the nature of some curriculums and facilities. It is also a matter of economics. In small programs the cost of allowing students to enroll in any term is prohibitive. Small programs would need to be totally individualized. In other programs, accessibility depends on program enrollment and term of year they wish to enter. Programs identified where the need for increased student access is indicated are Machine Shop, Automotive, and Fire Protection, and we are moving to improve accessibility. The Machine Shop, Welding and Automotive programs permitted winter term entry this year. With the addition of Fire Prevention option, entry will be possible in that curriculum also.

Alternative Strategies. The Instructional Services Division will conduct an intensive review of the program differences in order to determine which programs can be altered to allow more accessibility. Moving in the direction of open entry-open exit programs is necessarily very costly in terms of time, space and staff resources. Curriculum, staff scheduling, and space modification will often be required.

The most feasible alternative at this time appears to be to move in the direction of the "Open Lab" concept where resources permit. This we will continue to do. The "Open Lab" concept is only possible in terms of our ability to have labs supervised more hours in the week. A plan will be prepared to show how this outcome can be achieved and the resource requirements that will be needed. (See PIP VI Progress Report.)

Target Outcomes. If feasible and resources permit, the desired outcome is total conversion of programs to the open entry-open exit concept. Our goal is to continue to move in that direction within budgetary limitations. The criteria for success on this measurement is the extent to which this capability can be implemented. An assessment of our progress in this area in terms of student and staff perceptions will be achieved by an additional survey next spring of a sample of students in programs where changes have been implemented.

- SCHEDULING AND CLASS SIZE

Limitations/Additional Information Needed. The data showed variation in perceptions regarding scheduling and class size. Upon further analysis of these items, they appeared to be related to the number of lab stations available as well as other facilities limitations. The Machine Shop and Welding areas are experiencing some overcrowding and scheduling problems. The Allied Health programs are in a similar situation but this situation will be remedied upon the completion of Phase IV.

Alternative Strategies.

1. Implement open lab concept for better utilization of facilities.

2. Increased lab staff for supervision.

3. Other alternatives will have to be further researched.

Target Outcomes. This objective was closely related to the preceding one on student accessibility which seemed to indicate the need for greater accomodation to expressed student needs. The "Open Lab" concept is for overcrowding. More efficient use of our available space would be possible if staffing were available. This approach has an obvious budgetary impact and will have to be studied further in terms of priorities. A feasibility study will be prepared for converting to "Open Lab" in target areas, addressing the budgetary impact of such a conversion. The criteria for measurement of achievement is 1) the implementation of an alternative lab scheduling model which effectively reduces current limitations and 2) increased positive student and staff assessment of adequacy in meeting this need.

- FACILITIES

Limitations/Additional Information Needed. The overall response to facilities adequacy was "good". However, the survey did point out some interesting information which may or may not have utility. Program responses which indicated deficiencies in facilities were in the Allied Health and to a limited extent the Social Sciences and Humanities programs. The Allied Health facility problem should be remedied by the addition of Phase IV. In like manner the Humanities facilities limitations should be remedied by the addition of Phase VI. One limitation noted in the Trade and Industries area was that we currently have no provision for fabrication practices. This is due to a lack of space and equipment for a fabrication lab.

In general, the faculty rated facilities and equipment a half point lower than did students or administrators. This is not surprising because professional staff generally have higher standards in adequacy of facilities. The Social Science faculty for example, has been interested in having a Social Science lab. Budgetary limitations and priorities have to this time made this item a low priority. However, Social Science students seem to be pleased with the instruction in spite of the lack of a lab.

Alternative Strategies.

1. Phase IV facility to remedy Allied Health limitations.
2. The funding of Phase VI to remedy Humanities limitations should be supported.
3. Phase IV completion will free up space for fabrication lab facility.
4. Budgetary support and space allocation for fabrication equipment.

Target Outcomes: Criteria for Measurement

The facilities limitations outlined above will be remedied upon completion of the items 1-4 above.

QUALITY OF INSTRUCTION

Limitations/Additional Information Needed. The data collected on the survey would tend to indicate that generally the quality of instruction is "good". However, additional data is needed on this variable because differences were noted in the results from specific programs as well as in the Purdue rating for instruction findings. However, strategies will be designed and tested which will measure improvement both in overall performance and in individual program areas.

Alternative Strategies.

1. Administer Purdue to students spring term to gather perceptions on the remaining faculty members not yet evaluated; use for Division summary for instructional quality compared to national norms.
2. Correlate to winter term findings on Purdue.
3. Correlate similar items on Purdue relating to quality of instruction with items on Program Quality Survey.
4. Continue to solicit student feedback through informal means.
5. Improve "work plan" technique for staff development.

Target Outcomes: Criteria for Measurement. Improved teaching effectiveness as measured by additional survey of students, cross validation of instruments, and achievement of measurable outcomes as defined in teacher "work plans" and staff development activities.

DATA AND METHODOLOGY

Identified Weaknesses. The Program Quality Survey revealed some weaknesses in methodology which need to be addressed. The instrument for the survey was designed to gather perceptions concerning program quality. Additional information is required which was not included in the survey. In addition, several items in the instrument need to be reworded or deleted. The instrument was not piloted and the sampling technique was not consistent from cluster to cluster. If the survey questionnaire is to have content and construct validity, it will need to be revised with a specific purpose, target population and definitions defined in advance. It is felt that a combination of data gathering procedures can more effectively provide the information needed for planning and decision making in program, curriculum and instruction areas. A mean ranking of items generated on the questionnaire is meaningless at this time. Correlation with other types of data mentioned above will give a better perspective for comparative purposes.

Alternative Strategies.

1. Revise Program Survey Instrument and administer next fall.
2. Correlate specific findings with like items on Purdue rating scale for instruction.
3. Have managers rank programs in terms of "quality" according to format and criteria.
4. Additional discussions with program managers and staff to design strategies for data collection.
5. Input from program reviews.

Target Outcomes: Criteria for Measurement. Improved information collection procedures with cross validation and refined data analysis procedures. This is seen as an ongoing process which is subject to measurement as new information is collected and compiled.

Given the general guidelines (page 1), Program Quality Survey results and additional data collected from other administrative units of responsibility, the President established twelve general goals designated as "Performance Improvement Opportunities". "PIP" shall be used to refer to the Performance Improvement Goals and resulting plan. Along with the PIP goals, target outcomes, general timelines, and responsibilities were also established. See Appendix A for the College Performance Improvement Plan and Appendix B for a sample of the Program Quality Survey. This concluded STAGE 1 of PIP.

STAGE 2: GOAL SETTING AND OUTCOMES-1978/79

Of the college goals, twelve specific short and medium range goals were identified as being the responsibility of the Instructional Services Division. By May 18, 1978, working committees of faculty and administrators were selected.

The following pages show the Instructional Services Performance Improvement Plan, the goals of the working committees, and their membership.

Stage 2: Progress Reports

PIP committees worked throughout the summer. During fall term 1978, committee plans having budgetary impact were included in the college zero based budgeting process, where timelines permitted. The college budget for FY1979-80 reflects decision packages resulting from preliminary committee recommendations.

In February 1979, a progress report of PIP planning and implementation activities was submitted to the Chemeketa Community College Board of Directors.

The next section of this report is a summary of PIP - STAGE 2 activities and accomplishments for FY1978-79. The completed studies are available in the Office of the Dean of Instruction, Chemeketa Community College.

INSTRUCTIONAL SERVICES DIVISION
PERFORMANCE IMPROVEMENT PLAN

Program Improvement Opportunity	Target	Outcome Measure	Charge	Committee
IV. Create a system to examine program costs and benefits to the community.	IV.A. Apply the cost-benefit model developed by Dr. Moore.	IV.A.1. Apply model to at least nine programs by January, 1979.	1. Determine target direction. 2. Compile information from: A. Graduates B. Leavers C. Employers and about program costs.	George Moore Associate Directors
VI. Provide information for future space allocation and facility use.	VI.A. Efficient use of space, especially in laboratories.	VI.A.1. Implement open-lab concept.	1. Define the concepts of open-lab. 2. Identify programs which have the potential of using open-labs. 3. Identify advantages and disadvantages as to cost, numbers of students served, facilities, equipment, and time to implement. 4. Outline plan for implementation including a plan for budget and evaluation.	Earl Bennett, Chairer Bobbie Brooks Bob Latham Joe Smith

-7-

Program Improvement Opportunity	Target	Outcome Measure	Charge	Committee
VII. Identify programs for special analysis: Those in top 25% of cost. Those in bottom 1/3 of enrollment. Those of limited employment opportunities.	VII.A. Develop guidelines, criteria and procedures for these analysis. Pinpoint programs that don't meet minimum criteria for continuation and determine appropriate action: Probation, phase out, revision.	VII.A.1. Reduce program cost. VII.A.2. Increase program enrollment. VII.A.3. Develop minimum criteria for continuation of program.	1. Develop guidelines, criteria, and procedures for program 2. Identify programs for special analysis: Those in top 25% of cost. Those in bottom 1/3 of enrollment. Those of limited employment opportunities. 3. Develop guidelines, criteria, and procedures for determining the status of programs (probation, termination, or revision).	Mike McNicholas Tom Cole Betty Berg, Chairer Midge Houck-Lowery
VIII. Identify gaps between student/community needs and current programs.	VIII.A. Develop ways to serve (low income) under educated adults in the district	VIII.A.3. Increase students served by campus Development Center by 25 percent by June 30, 1979.	1. Establish definition of what constitutes the Student Development Center. 2. Determine the number of students served by the Center during 1977-78 by functional area. 3. Develop a plan for increasing student participation by functional area by 25% including a quarterly evaluation plan.	Bill Slonecker, Chairer Tom Gill Roger Judd Barbara Wasson Chuck Skirvin Jill Ward

Program Improvement Opportunity	Target	Outcome Measure	Charge	Committee
(Identify gaps between student/community needs and current programs, Cont'd.)	VIII.D. Develop student follow-up systems appropriate for <u>all</u> students attending Chemeketa: Voc-tech, college transfer, and selected community education courses.	VIII.D.1. Implement total college-wide follow-up system by June 30, 1979.	1. Develop a Model for college-wide follow-up system to include: A. Student based follow-up. B. Employer based follow-up. 2. Field test model on nine programs in December.	Task Force: Midge Houck-Lowery, Chairer Tom Woodnut Frank Blank Robbie Lee Faith Lopez
	VIII.E. Develop employer follow-up to assess effectiveness of Chemeketa training.	VIII.E.1. Conduct follow-up study in at least nine programs during winter term, 1978.	Same as above.	

Program Improvement Opportunity	Target	Measure	Charge	Committee
IX. Develop ways to allow students more flexibility in entering and reentering programs at Chemeketa.	IX.A. Implement instructional approaches such as open-entry open-exit, competency-based instruction where appropriate.	IX.A.1. At least two instruction programs will be identified for increasing flexibility for student progress. They will be given sufficient resources (training and time) to implement the flexible programs by fall, 1979.	1. Define the terms "entry and re-entry" and "competency-based instruction." 2. Identify criteria for selecting target programs. Recommend two instructional programs for using either one or both approaches. 3. Develop implementation plan. A. Develop budget recommendations for implementing the two programs. B. Develop evaluation plan.	Gladys Hatfield, Chairer Chuck Foster Art Berman Jeannette Ekeruo
	IX.D. Increase opportunities for crediting learning acquired outside formal education.	IX.D.1. Increase the courses that students may challenge five percent per term beginning Winter term 1979.	1. Determine status of 1977-78 credit by examination by cluster 2. Develop a plan to evaluate the credit by examination process.	Max Henry, Chairer Bill Toman Cecil Dill Fred Durinski Bill Segura (SPS)

Program Improvement Opportunity	Target	Outcome Measure	Charge	Committee
(Develop ways to allow students more flexibility. Cont'd.)		IX.D.2. The High School Completion Program will implement the competency-based high school diploma as planned. The adaptability of this approach to credit for life experience toward at least one instructional program will be studied June-July, 1979.	1. Develop a plan to adapt a credit for life experience approach to one instructional program. 2. Identify the instructional program. 3. Develop a plan to evaluate the process.	Egon Bodtker, Chairer Jim King Connie Green Toni Haight (SPS) Tony Freeman Roy Spurgeon (CSD) Colleen Owings (CSD)
X. Refine evaluation processes and improve evaluation instruments as one means for assuring quality instruction.	X.A. Implement evaluation processes that will measure the quality of instruction: Student evaluation of instructors, assessment of student learning (competency in performing course objectives), graduate follow-up (two years after graduation), assessment of student progress by class section (enrollment, retention, grade distribution).	X.A.1. Each instructional division will develop a plan for assessing the quality of instruction during 1978/79. The design will be submitted to the President by Aug. 15, 1978. A report of the studies will be submitted to the President by July 31, 1979.	1. Develop a model to evaluate the quality of instruction. This model should include provisions for: a. student evaluation of instructors. b. performance-based assessments. c. surveys of graduates, leavers, employers, staff, and present students.	Egon Bodtker, Chairer Midge Houck-Lowery Gladys Hatfield Bill Slonecker Max Henry Betty Berg Tom Cole

Program Improvement Opportunity	Target	Outcome Measure	Charge	Committee
XI. Assist staff in their responsibilities for assuring quality education for Chemeketa students.	XI.B. Provide staff development opportunities relevant to faculty needs and instructional goals of Chemeketa. *Revised to include all employees.	1. Develop a campus-wide plan for staff development to include full-time and part-time faculty, classified, non-teaching professional and administrative staff.	1. Define staff development. 2. Research existing staff development forms and procedures 3. Develop appropriate forms and procedures to facilitate the professional growth of staff.	Betty Berg, Co-chairer Gertie Ross, Co-chairer Ed Cochrane Bobbie Brooks Tom Dodge Barbara Kirk Janet Maguren Tom Woodnutt Joan Galbraith, CSD Roy Spurgeon, CSD Mary Coleman, SPS Ben Jones, SPS
	XI.E. Explore potential of differentiated staffing.	XI.E.1. By January, 1979 a report on the rationale and procedures for implementing differentiated staffing.	1. Develop a plan for the use of para-professionals in instructional programs to include: A. Impact on faculty and classified workloads. B. Impact on program cost.	Egon Bodtker Fred Durinski Joe Smith Betty Berg, Chairer
XII. Assure that advisory committees are functioning well and that they provide the college with up-to-date and objective program analysis.	XII.A. Continue efforts to improve advisory committee effectiveness; focus especially on the program review function as a responsibility of these committees.	XII.A.1. Each advisory committee will receive in-service training in Sept.-Oct. on program audits.	1. Develop in-service training sessions on steps involved in doing program review.	Bill Toman, Chairer Art Berman, Bob Latham, Earl Bennett, Mike McNicholas, Joe Smith, Roger Judd, Janet Maguren Jeannette Ekeruo, Bobbie Brooks, Cecil Dill, Tom Gill, Fred Durinski, Chuck Foster

PROGRESS REPORT

PIP IV.A.1: COST/BENEFIT STUDY

George Moore, Project Director
June, 1979

I. Purpose and Objectives

A. To apply the cost/benefit model to nine occupational programs.

B. To have the results of the model evaluated for their usefulness, particularly the non-economic benefits side, by the advisory committees for the programs.

C. To have the results of the model evaluated for their usefulness by the staff of the programs.

II. Accomplishments

A. The cost/benefit model was applied to nine occupational programs (Early Childhood Education, Computer Programming, Fire Science, Forest Products, Forest Technology, Machine Shop, Medical Assisting, Nursing Education, and Well-Drilling) and a report submitted to the President in January, 1979.

B. The advisory committees, through the executive secretaries, reviewed the results of the cost/benefit study and forwarded their recommendations to the Office of the Dean of Instruction at the end of March, 1979.

C. The program staff of the nine occupational programs evaluated the model and its results and submitted their suggestions through the directors to the Office of the Dean of Instruction at the end of Spring Term, 1979.

III. Goals for 1979-80

A. The cost/benefit model will be revised to incorporate the suggestions contributed by the advisory committees and staff for the nine occupational programs.

B. A timetable will be developed and implemented to complete a cost/benefit analysis of the next nine occupational programs during 1979-80.

IV. Evaluation

A. The original objectives for the cost/benefit work were successfully completed. Suggestions for advisory committees and staff will help to improve the concepts and procedures of the cost/benefit model. Some attention needs to be given to how the cost/benefit work can be meshed with program analysis committee progress, as well as to how departments may operationally employ the results to improve instructional effectiveness and efficiency and program promotion.

PROGRESS REPORT

PIP VI.A.1-3: OPEN LAB

Earl Bennett, Chairer

June, 1979

I. Purpose of Committee

A. To provide baseline data on facilities use, especially in the laboratories, for program improvement and increased student accessibility. This committee is closely related to PIP VII, IX, and XII.

II. Accomplishments

A. Developed an operational definition for open lab.

B. Identified programs using open lab.

C. Identified the advantages and disadvantages of open lab in terms of cost, student service, facilities, equipment, and implementation factors.

D. Identified two target programs for implementation or improvement in open labs.

III. 1979-80 Goals and Projected Timelines

A. To present open lab plan, budget, and timelines for two target programs by August 15, 1981.

B. To implement plan in FY 1979-80.

C. To evaluate effectiveness of open labs quarterly.

D. To recommend additional programs having potential for increased lab accessibility by the end of Spring Term, 1980.

IV. Evaluation

A. The committee accomplished its purpose. One problem identified was the need for program expertise for identified program areas not represented by the committee members. The knowledge base for decision making was somewhat limited in this respect.

B. Recommendations

1. Investigate the instructor's and the college's liability for a student using hazardous equipment or materials.
2. Study the effectiveness of teaching in an open lab environment. Compare student learning in an open lab to learning in a traditional, structured classroom.
3. Monitor student use of all open labs so that proper evaluation can be made of the concept. Develop an instrument to formally survey programs which utilize the open lab.
4. Experts in target program should be represented on the committee.

PROGRESS REPORT

PIP VII: PROGRAM ANALYSIS

Betty Berg, Chairer
June, 1979

I. Purpose of the Committee

A. To develop guidelines, criteria, and procedures for program analysis which will provide data usable in administrative decision-making regarding program continuation, revision, or termination.

B. To conduct a pilot program analysis (Well Drilling).

C. To develop a "Chemeketa Procedures Manual for Program Analysis."

II. Accomplishments

A. A model was recommended for use in analyzing Chemeketa's vocational programs.

B. The pilot program analysis on Well Drilling will be completed by July 1, 1979. This analysis covers the 1978-79 academic year.

C. A "Chemeketa Procedures Manual for Program Analysis" will be completed by July 1, 1979.

III. 1979-80 Goals and Projected Timelines

A. A coordinator will be designated to work with Program Managers to complete program analysis.

B. A calendar for program analysis will be developed.

C. All vocational programs will conduct a program analysis annually under direction of the coordinator. The analyses conducted during 1979-80 will cover the 1978-79 academic year.

D. A further review will be made of standard criteria for termination/revision/continuation.

IV. Evaluation

A. The original objectives set for this committee were met. The "pilot" program analysis will be completed by July 1.

Standard criteria for termination/revision/continuation was not developed as it was the opinion of the committee that set standards would not fit all programs, i.e., programs that are equipment- and supplies-intensive versus those that are not. All PIP data will need to be meshed for program decisions.

PROGRESS REPORT

PIP VIII: FOLLOW-UP TASK FORCE

Midge Houck-Lowery, Chairer
June, 1979

I. Purpose of Committee

A. To meet report requirements by various governmental agencies.

B. To provide reliable information for program planning and evaluation.

C. To determine why students attend college and if the students goals were related to whether or not they continue their enrollment.

II. Accomplishments

A. A study and final report with recommendations was completed by the Task Force on a follow-up system meeting the purposes outlined.

B. The follow-up instruments were developed, reviewed by staff, and sent in February.

C. The final report on the follow-up was completed following the Task Force recommendations.

III. Goals for 1979-80

A. The PIP Task Force will be called together during July of 1979 to review the follow-up procedure used and recommend changes for 1979. Those revisions will be reviewed by staff before implementation.

B. The next follow-up will begin in February.

IV. Evaluation

A. The committee achieved its purpose which was to develop a follow-up system appropriate for the students attending Chemeketa.

B. The main problem identified while completing this task force was proper data not being available for meeting VEDS guidelines and college needs.

C. It will be important to the development of the follow-up process to have a data base available which should be completed within the coming year. This along with continued faculty cooperation should improve the response rate which will provide the college with improved data for decision making.

PROGRESS REPORT

PIP VIII A. 3:1,2,3: CENTER FOR STUDENT DEVELOPMENT

William Slonecker, Chairer
June, 1979

I. Purpose of the Committee

A. The purposes of the Center for Student Development PIP Committee was to:

1. establish definition of what constitutes the CSD;
2. establish baseline data to determine the number of students served during 1977-78;
3. increase the 1978-79 student participation by 25 percent over the 1977-78 school year;
4. develop a staff in-service program;
5. provide quarterly evaluations;
6. establish reorganization plan and revise as necessary; and
7. propose new options for service.

II. Accomplishments

A. Baseline Data (completed July 1, 1978).

B. Designed Plan for Increasing Enrollment (August 30, 1978).

C. Designed Staff In-Service Program: Fall 1978 in-service, Student Tutors received a two hour in-service program; Professional staff on an individual basis as needed.

D. Provided Quarterly Evaluations: Baseline data sent to Tom Gill and Registrar on FTE, Voc Tech/LDT ratio in developmental classes.

E. Reorganization Plans for 1978-79 (August 8, 1978): Job descriptions and role clarifications completed.

F. Proposed New Options: More qualified tutors, tutors scheduled for special sessions in voc/tech lab areas, instructors (10) spent office hours in CSD during fall term and tapered off as need decreased, group tutoring utilized tutors more effectively and taught students to rely on each other. Developed a make-up test service for staff. (12-15 staff use this).

G. Revision of plan through 1978-79 (continuous): Basic Reading II and WR41 will materialize during the summer under the new organization. The awarding of credit for CSD work in lieu of program courses did not show up as a need for students or staff because

II. G. (continued)

better records of student hours and mid-term follow-ups of student's progress were sent to the related class instructors; this feedback system removed the need for this proposed change. Effective Use of Facilities: Reading labs were kept open all day long because classes were scheduled outside the CSD. Staffed by work study students who have taken the class previously, this change worked out well.

H. Established Definition of Role of CSD (August 30, 1978).

I. Determined Number of Students served during 1977-78 (July 1, 1978).

J. Increase Student Participation by 25 Percent: Increased from unduplicated head count - Fall 1977, 295; Fall 1978, 546 (369 voc/1976 LDC).

III. 1979-80 Goals and Projected Timelines

A. To continue to improve the services to students and staff under the reorganization.

IV. Evaluation

A. The committee achieved its purpose, or rather the CSD staff achieved the committee's goals. Problems were solved as they arose such as budget problems, personality problems, training new staff, handling unjustified complaints by students and staff, etc.

B. Recommendations for 1979-80 will come from the CSD staff and college staff to Associate Dean for Developmental Education, Donna Lane. The CSD completed the tasks and goals as set by this PIP committee in a successful manner. A positive morale and attitude has developed, the students feel less pressure, and the environment and feeling of the CSD as an open-space dedicated to students is acceptable to the students. The positive attitude of the CSD staff is contagious with the students and complaining has been minimum. The CSD has noise; it has coffee; it has students and interested instructors; and above all--it has success.

The committee appreciated the help of all staff and students; especially the Registrar's Office and AMI.

PROGRESS REPORT

PIP IX.A.1,2,3: STUDENT ACCESS TO PROGRAMS

Gladys Hatfield, Chairer
June, 1979

I. Purpose of Committee

A. To define instructional approaches such as open-entry/open-exit and competency-based instruction.

B. To identify at least two instructional programs for increased flexibility in student progress for Fall 1979 implementation.

II. Accomplishments

		In Process	Completed
A.	Preliminary Planning		X
B.	Literature Search		X
C.	Definitions		X
D.	Selection of Programs		X
E.	Budget Items		X
F.	Implementation Plan		X
G.	Orientation		X
H.	Inservice	X	
I.	Advisory Committee Review	X	
J.	Budget Decision Packages		X
K.	Competency-Based Program Development	X	

III. 1979-80 Goals and Timelines

A. On completion of the above, the task becomes the program responsibility when funded for development, implementation, and evaluation. Programs selected for development included:

Building Inspection	Basic Program Task Analysis 80% complete; Plans Examiner Option Task Analysis 80% complete; Mechanical Option Task Analysis in process of development. Also in development is interrelationship of competencies with course structure, identification of specific student outcomes, and development of curricular materials.
Law Enforcement	Budget package for development being held pending contract settlement.

III. 1979-80 Goals and Timelines (continued)

Office Occupations	Levels of skills and knowledge have been identified for each course. Open lab to be fully implemented on completion of 1979 proposed remodeling.

Other programs working on competency-based instruction include:

Nursing Education	Levels I and II. Competencies completed. Evaluation tools being adopted for Fall 1979 implementation.
Medical Assisting	Curriculum development project completed- "Competency-Based Behavioral Objectives for the Medical Assisting Program.
Dental Assisting	"Behavioral Objectives for Dental Assisting Program"--in process of development.
Second Year Shorthand Courses (SS211,212,213)	Develop competency criteria. Revised course outlines to interrelate with competencies. Competencies established.
Human Resource Technology	Revision of courses to meet established competencies.
Education Aide	First year learning outcomes established. Identification of second year competencies in progress.

IV. Evaluation

A. The committee has identified and described the components for open-entry/exit and competency-based instruction. Programs were selected, faculty oriented to the committee findings, and planning initiated through budgeting process for implementation.

The primary problems faced by the committee were securing resources for staff inservice and to assure staff that efforts in planning would be supported in resources to implement new approaches.

B. Recommendations for 1979-80: Continued support for implementation from administration and Instructional Planning Committee with coordination and assistance from curriculum specialist.

PROGRESS REPORT

PIP IX.D.1,2: CREDIT BY EXAMINATION

Max Henry, Chairer
June, 1979

I. Purpose of the Committee

A. During the Summer of 1977 Dr. Max Henry was assigned the responsibility to develop a Credit by Examination procedure for implementation Fall Term. On May 18, 1978 Dean McCue assigned Max Henry, Bill Toman, Cecil Dill, and Fred Durinski to: (1) determine the status of the 1977-78 Credit by Examination by cluster and (2) develop a plan to evaluate the Credit by Examination process.

II. Accomplishments

A. Review of college policy on Credit by Examination.

B. A survey of challenge examination procedures at other Oregon community colleges.

C. Through the cooperation of the Counseling Center, revision in the Credit by Examination procedure.

D. An inventory of challenge courses available by cluster.

E. Developed plans for follow-up and review.

III. 1979-80 Goals and Projected Timelines

A. All clusters were assigned the task of providing challenge provisions for two new courses each term. These goals and timelines have been accomplished.

B. Inventory reports on courses available through Credit by Examination were periodically provided to the Dean of Instructions Office. Currently this information is available in the Counseling Center.

IV. Evaluation

A. At the President's Cabinet Meeting, September 14, 1978, the Director of Counseling, Bill Segura presented the committee recommendations for changing the Credit by Examination procedure. Cabinet members concurred that the noted recommendations were positive and also recognized that the PIP goal of increase courses students may challenge by 5% per term for 1978-79 had been met.

B. Recommendations for 1979-80 include:

1. Revision of old exams as the need arises.
2. Development of additional opportunities for challenging courses.
3. Coordination with the Counseling Center on evaluation and follow-up.

PROGRESS REPORT

PIP X.D.2: CREDIT FOR LIFE EXPERIENCE

Egon Bodtker, Chairer
June, 1979

I. Purpose of the Committee

A. To study the adaptability of "The Credit for Life Experiences" toward one instructional program.

II. Accomplishments

A. The committee discussed the experiences of establishing the High School Completion credit for life experience and the planning for competencies undertaken by the Human Resources Technology program staff. The committee concluded that the college administration was interested in allowing 'credit for prior learning' to develop at Chemeketa and recommended that administrative support and financial resources be committed to the continuation of the efforts of the HRT staff.

III. 1979-80 Goals and Projected Timelines

A. The goal is to get the college to commit administrative support and financial resources to the further development of Credit for Prior Learning in the HRT program.

B. No timeline was established for this.

IV. Evaluation

A. The committee worked effectively and expeditiously and achieved its purpose in spite of the relatively short timeline. The major recommendations are that the "Human Resource Technology staff be supported in its activities directed toward completing the CPL aspects of its program."

PROGRESS REPORT

PIP X.A.1: EVALUATION COMMITTEE

Egon Bodtker, Chairer
June, 1979

I. Purpose of Committee

A. Develop a model showing key components of an instructional evaluation model which includes student evaluation of instructors, performance based assessments, surveys of graduates, leavers, employers, staff, and present students.

II. Accomplishments

A. Developed a model which included the following seven components: learner assessment, follow-up of former students, employer survey, administrative evaluation, consultative team, personnel evaluation, cost analysis. Listed present activities and recommended additional activities. Developed and recommended forms to be used in some aspects of evaluation.

B. Follow-up study, employer survey, and student evaluation of instruction were undertaken.

C. Pilot tested SDE guidelines for program evaluation; compared to Chemeketa model.

III. 1979-80 Goals and Timelines

A. None established at this time. There are several committees dealing with evaluation in existence. Two, at least, are related to PIP, one related to the collective bargaining process. Decision on the future relationship of the activities must be made by the Dean or President.

IV. Evaluation

A. The committee achieved its purpose of developing a model. The model now needs to be reviewed and the task and relationships between the components of the entire evaluation "system" established.

B. The major recommendation for 1979-80 is that the evaluation planning and evaluation activities be integrated so that all persons involved understand and are able to implement the model.

PROGRESS REPORT

PIP XI.B: PROFESSIONAL GROWTH

Betty Berg, Chairer
June, 1979

I. Purpose of the Committee

A. To develop forms and procedures to identify staff professional growth needs.

II. Accomplishments

A. Defined professional growth, including the purpose, who is covered, and a statement of relationship of professional growth plans to evaluation.

B. Developed a rationale for employee development.

C. Developed (1) the Employee Development Plan, and (2) the Individual Annual Report.

D. Recommended a calendar to facilitate progress of professional growth activities.

E. A report of accomplishments was forwarded to Dean of Instructional Services on January 15, 1979.

III. Goals for 1979-80

A. Adoption of recommended forms and procedures for Employee Development (October 1, 1979).

B. Revise calendar for use in 1979-80 (October 15, 1979).

C. Develop timelines for further work on Professional Growth Plan during FY 1979-80. Areas yet to be covered are:

1. In District/Out of District travel for professional growth;
2. Sabbaticals and Mini Sabbaticals;
3. Pre-service and In-service activities;
4. Part-time staff development, and
5. Resource considerations.

IV. Evaluation

A. The objectives set for this committee were met. Endorsement of recommendations is needed before further activity. The committee had representation from all divisions and all employee categories.

PROGRESS REPORT

PIP XI.E: DIFFERENTIATED STAFFING

Betty Berg, Chairer
June, 1979

I. Purpose of the Committee

A. Outline rationale and procedures for implementing differentiated staffing.

1. Identify various staffing patterns.

2. Describe effect each pattern would have on facilities and cost of instructional services.

3. Develop a plan for use of para-professionals in instructional programs.

II. Accomplishments

A. An ERIC search was completed to research information on "differentiated" staffing. Reference books were also researched.

B. A survey questionnaire was developed and distributed to instructional staff regarding experience with differentiated staffing.

1. The terms "differentiated staffing" and "alternative methods" of staffing were used interchangeably.

2. Responses identified eight staffing alternatives for instruction which have been experienced by Chemeketa staff.

C. Survey summary and analysis of various staffing patterns on work-load, cost per student and facilities was completed.

III. Goals for 1979-80 With Projected Timelines

A. Request a decision from the Dean of Instructional Services as to whether this committee is to continue as XI the "Assurance of Quality Education" Committee (July 31, 1979).

B. Choose the definition of Differentiated Staffing/Alternative Staffing under which Chemeketa Community College will operate (August 31, 1979).

C. Develop a planned operational model for staff utilization which takes into consideration teaching specialties, experience, talents, ambitions basing compensation on differentiated levels of assigned instructional responsibility (January, 1980).

IV. Evaluation

A. Since we view the research of this committee as input to the larger assignment, "Assurance of Quality Education," our purpose was achieved.

B. Problem: The committee started with one definition of "differentiated staffing," but ended with a different definition. Because of this, a usable plan was not developed for use of para-professionals in instructional programs.

PROGRESS REPORT

PIP II.A.1: ADVISORY COMMITTEE EFFECTIVENESS

Bill Toman, Chairer
June, 1979

I. Purpose of the Committee

A. To develop an in-service training program for advisory committees designed to assist committees in conducting program audits.

II. Accomplishments

A. In order to complete the charge described above, the committee undertook certain tasks not specifically included in the charge. The committee completed its charge and the following tasks:

1. Develop inservice materials - transparencies chosen as medium, with complete copies to all chairers.
2. Advisory Committee handbook reviewed, errors corrected and changes suggested.
3. Program audit form designed and distributed.
4. Program audit procedure reviewed, changes suggested, and detailed for accomplishing audit proposed.
5. Materials to explain charge, membership, function, and results of advisory committee developed and distributed.
6. Inservice program conducted.

III. Goals for 1979-80

A. Continue ongoing in-services for advisory committees.

B. Periodically review and update handbook, forms, and procedures, as necessary.

IV. Evaluation

A. The committee submitted its report, recommendations and materials to the Dean of Instruction at the end of summer, 1978. This completed its task and its appointment period. The materials were accepted by the Dean and published with very slight modifications. The inservice was held, but attendance was not outstanding. The materials have been used since in a number of advisory committee meetings.

B. It is recommended that the Advisory Committee Program Audit training be conducted at the time program audit is to be done, and that they be assisted by the Evaluation Specialist or other person not associated with the program.

STAGE 3 INTEGRATION AND ASSESSMENT-1979/80

Good planning requires an ongoing dynamic process. Chemeketa Community College values and maintains quality planning through its Performance Improvement Plan. PIP is an effort to assist staff in conceptualizing the short and medium range planning needs of the college. The information and related outcomes of PIP provide the liftoff to carry Chemeketa Community College into the 1979/80 budgeting cycle, and the college five year planning cycle. To assist both of these planning efforts, the College Planning Committee was established by the President in March. The goals of the Planning Committee include: 1) to internalize the planning process at all levels of the college, 2) integrate unit PIP plans with institutional plans, and facilitate implementation of institutional plans and ensure open channels of communication throughout the institution.

The purpose of the following section of this document is to describe the Cost Effectiveness Benefit Model for Instructional Services within the context of the total institution. This section will summarize the short and medium range PIP goals as they relate to the model.

PIP GOALS - SHORT AND MEDIUM RANGE

Figure 1 suggests a way of looking at cost effectiveness/benefits for the instructional component.

INSTITUTIONAL GOALS

Although only the instructional component is addressed here, it goes without saying that no organizational unit exists in a vacuum. All organizational units must function in synchronization, and in harmony within the context of the institutional philosophy and mission. Accordingly, the outer border of the figure represents the Institution, which itself is influenced by external factors.

Institutions exist to achieve certain specific purposes. Community colleges exist to provide educational services to the communities they serve. However, even though the educational function is the raison d' etre of the community college, this function cannot be carried out without external resources, as well as certain internal administrative and student support services. See Appendix A for related instructional support PIP activities carried on by other organizational units.

EDUCATIONAL OBJECTIVES

To achieve its purpose, the institution develops and provides instruction and instructional services to students. Each of these instructional offerings has specified educational objectives, and a specified cost. The top of the figure, educational objectives will be discussed first. Educational objectives are the means employed by the institution to deliver instructional services to students with diverse needs and motivations. Six Performance Improvement Opportunities addressed educational objectives.

COST EFFECTIVENESS/BENEFIT MODEL FOR INSTRUCTIONAL SERVICES

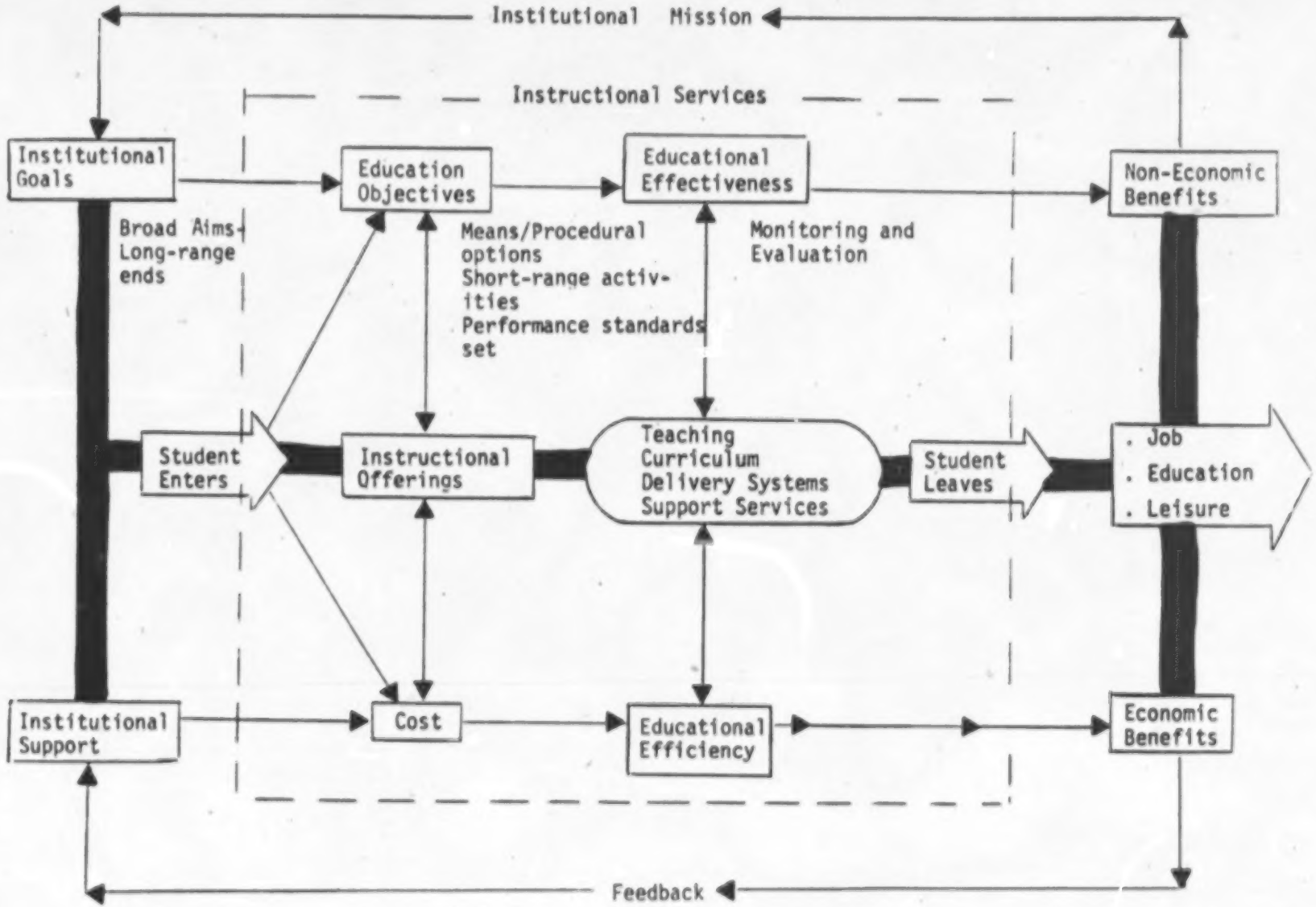

Figure 1

PIP VIII A. Addressed the goal of increasing educational services to disadvantaged students.

PIP VI and IX A. Addressed the importance of increasing student accessibility and progression.

PIP IX D and E. Addressed student assessment at entry level and crediting prior learning.

PIP XI. Addressed staffing patterns as a means of improving instruction.

EDUCATIONAL EFFECTIVENESS

The student, or consumer of the education, may be motivated by a desire for a job, for leisure,or for future education. Thus, both economic and non-economic benefits accrue to the student and to the community as a result of effective instruction and/or other educational services.

Because of the diversity of student and community needs, educational objectives vary. The institution may select from among many options, appropriate objectives to deliver or improve the effectiveness of instruction. In order to measure the degree of achievement of desired outcomes, performance standards must be established. How do you know when the learner has learned? How does the college know when it has improved learning outcomes for students? A standard is a benchmark which indicates the degree of effectiveness in meeting stated objectives, and assists in reassessing objectives. Improved instruction is the result of effective measurement and reassessment in a dynamic planning environment.

The effectiveness of the college in meeting its educational objectives was addressed by the following preliminary efforts at systematic data collection:

PIP VII. Identified data needs for systematic program analysis; developed procedures for data collection.

PIP VIII D and E. Collected follow-up data on early leavers, graduates, and employers.

PIP X. Designed a plan for assessing the quality of instruction by a total spectrum of criteria. This plan includes and subsumes all evaluation related criteria, i.e., follow-up studies, student academic progress data, student evaluation of instruction, program audit, etc.

PIP XI. Recognized the importance of staff development in instructional improvement; prepared preliminary plan and procedures for assessing developmental needs of staff.

PIP XII A. Aimed at improving the effectiveness of program advisory committees.

EDUCATIONAL EFFICIENCY

As a part of PIP, the college gathered program cost and enrollment data and conducted a cost/benefit study on the nine highest cost programs. The following PIP objectives addressed costs and benefits to students:

PIP III. Provided direct cost information on programs.

PIP IV. Studied the costs and benefits of nine vocational-technical programs.

PIP VI. Examined the relationship between lab utilization, cost, and student accessibility.

PIP VII. Identified data needs including cost, curriculum analysis, staffing patterns, and other program characteristics helpful for program analysis, planning and decision making.

INTEGRATING PIP PLANNING GOALS

Figure 2 depicts PIP as consisting of three distinct planning stages: 1) Needs Assessment, 2) Goal Setting and Preliminary Outcomes, and 3) Integration and Assessment.

At each stage of the planning process, similarities in goals and/or data requirements were noted. Consequently, coordination between committees is essential to avoid duplication of effort. Figure 2 groups interrelated goals and outcomes in Stage 2. Stage 3 will attempt to bring the data together. For example, the program analysis conducted this fall will utilize data from the cost studies, follow-up study, and evaluation study.

Stage 3, spring and summer, 1979, is the transition stage into the college long range planning cycle. During that time the data base will be integrated to the greatest extent possible and assessment of data conducted in preparation for the formulation of long range goals and objectives.

PIP PLANNING STAGES

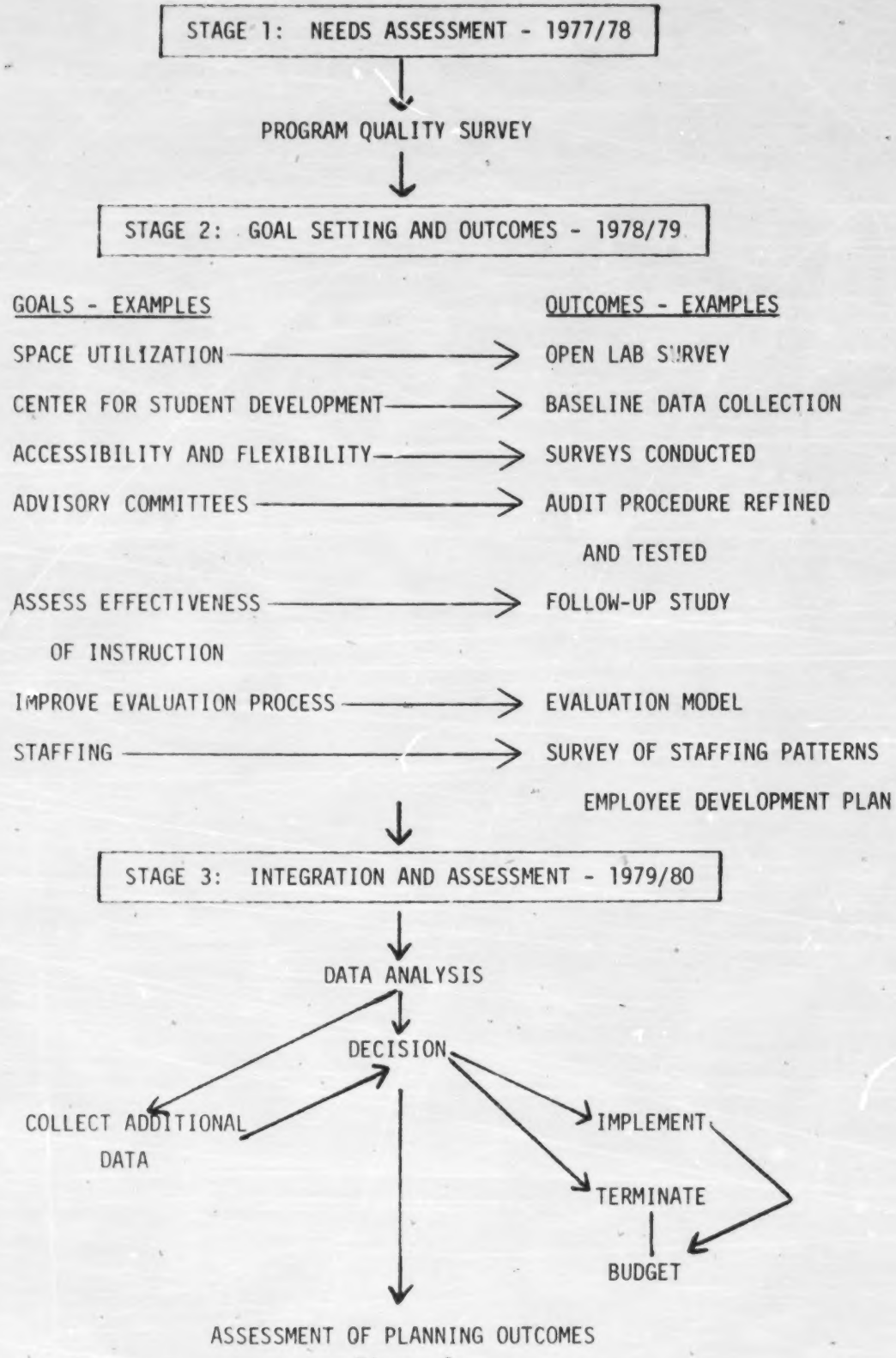

Figure 2

RELATIONSHIP BETWEEN PIP AND COLLEGE LONG RANGE PLANNING CYCLE

Figure 3 provides one way of analyzing the PIP planning goals and their relationship to College long range planning. In this figure, program assessment consists of two components: Program Analysis, including costs, follow-up, and other effectiveness measures, and Employee Development. Employee Development is closely related to the improvement of instruction, and instructional services.

Program effectiveness is measured by curriculum, delivery systems, support services, and by the quality of instruction. All PIP instructional planning goals are related to these two components. The integrated information base and recommendations which were the outcomes of the Performance Improvement Plan provide a systematic lead-in to total college planning. The right side of Figure 3 presents a holistic view of the college planning system. The model is applicable to each organizational unit, and to the institution as a whole.

The college planning network, working closely with the college Planning Committee provides the linkages between all organizational units. Although this report only addresses the Instructional Services Division Plan, each of the other college divisions are similarly engaged in PIP. The integration and/or coordination between college divisions in PIP planning is essential throughout the entire process. In fact, two committees were representative of all college divisions from the onset. These are the Employee Development Committee (PIP XI B) and the Credit for Life Experiences Committee (PIP X D.2). In addition, two committees are assisted a great deal by Student Personnel Services. These are the Center for Student Development Committee (PIP VIII) and Credit by Exam Committee (PIP IX D.1.2). The Cost Benefit Project utilizes Administrative Services Division cost data (college PIP goal check III). And finally, representatives from the Presidents Office, and Student Personnel Services participated in designing the follow-up model (PIP VIII D.1.2)

RELATIONSHIP BETWEEN PIP PLAN AND COLLEGE LONG RANGE PLANNING CYCLE

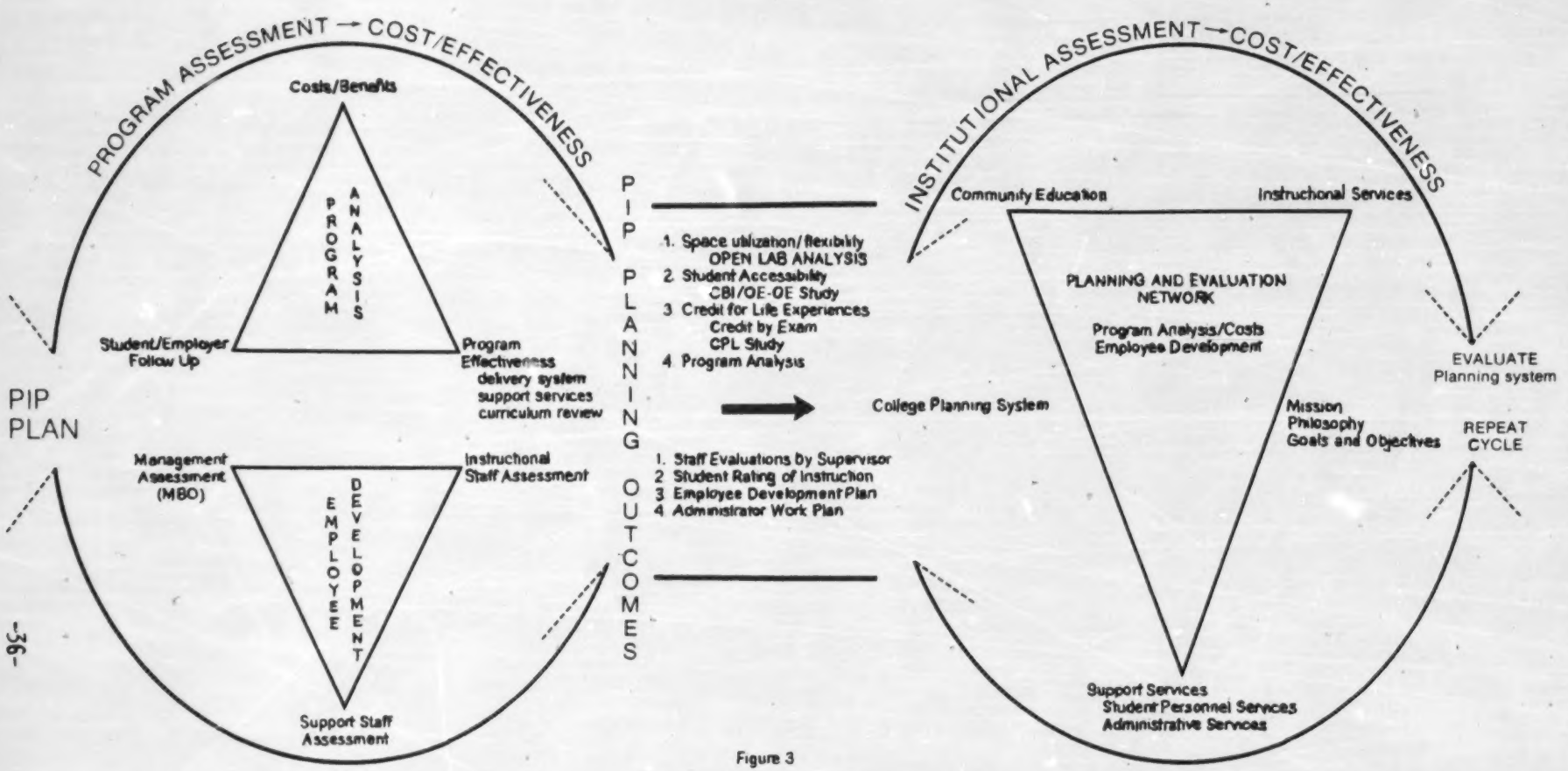

Figure 3

SUMMARY

This report described and summarized the PIP planning Model of the Instructional Services Division at Chemeketa Community College. The report was prepared to assist higher education administrators and/or planners engaged in similar activities. A few brief remarks will conclude this report.

Regardless of the model used, any planning system must be ongoing, dynamic and flexible. It must also contain provision for self-evaluation. Goals must be repeatedly reviewed in light of ever changing internal and external conditions. The importance of consistent data gathering and analysis is imperative to effective planning. For PIP, small questions were asked which provided a picture frame view of internal institutional needs. For college planning larger questions have emerged pertaining to critical issues such as community expectations, resource projections, legislation, etc.

Perhaps the most essential element to implementing an effective and dynamic planning system is commitment and support from the governance and executive branches of the institution. Planning is time consuming and taxing of human and financial resources. It requires top to bottom institutional support. It requires constant attention to feedback, and to assure that all affected parties understand and participate in the process to the greatest extent possible. Chemeketa Community College, is fortunate to have the leadership, direction and total commitment from the President and Cabinet of Deans. In addition, the Board of Education wholly endorses the concept of planning as a matter of policy. For these reasons, Chemeketa Community College is well in the forefront in meeting the challenges of the 80's.

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